



Kingtree Elementary

1503 Woodland Drive
Kingtree, South Carolina

Grades	4-6 Elementary School	
Enrollment	470 Students	
Principal	Dr. Jennifer G. Gardner	843-355-7233
Superintendent	Ralph C. Fennell, Jr.	843-355-5571
Board Chair	Mr. James Darby	843-387-5472

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	At-Risk	At-Risk
2007	Below Average	At-Risk
2006	Below Average	At-Risk
2005	Average	At-Risk
2004	Average	At-Risk

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

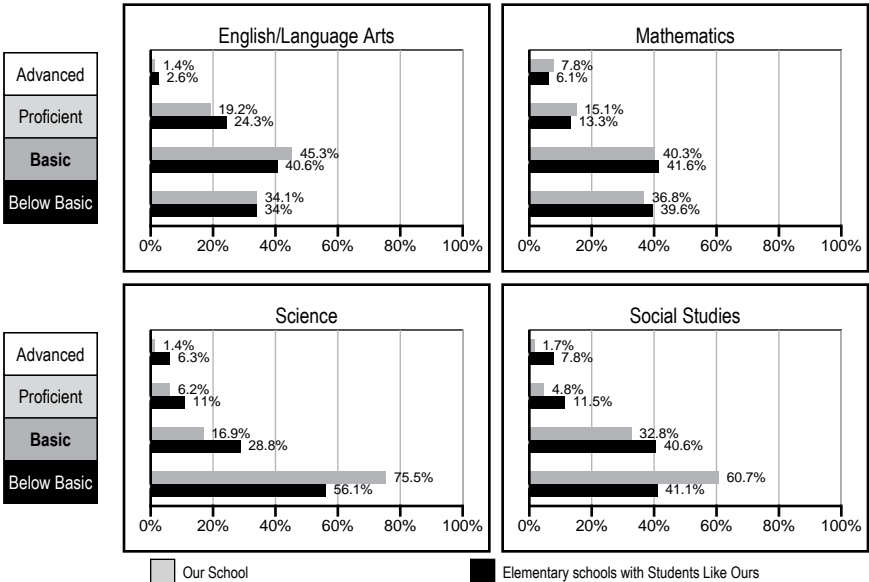
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	4	44	61

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=470)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	3.2%	Up from 2.2%	3.1%	2.3%
Attendance rate	98.0%	Up from 97.1%	96.0%	96.3%
Eligible for gifted and talented	2.3%	Up from 2.0%	2.9%	10.4%
With disabilities other than speech	17.6%	Down from 18.9%	7.8%	7.5%
Older than usual for grade	4.9%	Down from 5.3%	1.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	4.5%	Down from 14.2%	0.0%	0.0%
Teachers (n=29)				
Teachers with advanced degrees	55.2%	Down from 56.3%	54.2%	56.7%
Continuing contract teachers	58.6%	Up from 56.3%	69.0%	77.3%
Teachers with emergency or provisional certificates	20.0%	Down from 20.8%	0.0%	0.0%
Teachers returning from previous year	71.4%	Up from 71.1%	82.6%	86.4%
Teacher attendance rate	93.0%	Down from 96.0%	95.0%	94.9%
Average teacher salary	\$41,761	Up 9.2%	\$43,799	\$45,345
Professional development days/teacher	17.5 days	Up from 13.7 days	13.8 days	12.6 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	22.1 to 1	Up from 19.1 to 1	16.6 to 1	18.5 to 1
Prime instructional time	90.0%	Down from 91.7%	89.4%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	94.8%	Down from 100.0%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil*	\$6,619	Up 10.9%	\$8,164	\$7,052
Percent of expenditures for instruction*	65.7%	Down from 68.4%	68.5%	69.1%
Percent of expenditures for teacher salaries*	59.8%	Down from 64.0%	61.0%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

The 2007-2008 school year was a year of growth. The school theme this year was "Wild about Learning." Our students and teachers took our theme very seriously. Each morning, Kingstree Elementary would become "Wild about Learning" through RIT Band instruction. During this time, students were provided small group instruction based on MAP scores. MAP (Measures of Academic Progress) is an assessment tool to provide additional information in order to meet the needs of our students. Kingstree Elementary School also offered a diverse amount of technology in the classrooms and throughout the school. Programs such as Academy of Reading and Math, and Successmaker Computer-Assisted Learning helped teachers to receive diagnostic information. These various programs provided data which gave insight into areas of difficulty and enabled teachers to target those areas.

Throughout the year, staff members were actively engaged in staff development activities, conferences, workshops, training and mentoring activities to enhance collaborative planning and instruction across the curriculum. Two teachers were selected to attend the Hands-On, Minds-On Summer Institute held at EdVenture Children's Museum. An Edventure instructor also visited our school to provide hands-on activities for students.

The students at Kingstree Elementary enjoyed various activities throughout the school year, including fall festival, family literacy nights, academic bowls, math night, holiday programs and the science fair. Students were also rewarded for positive behavior through the Positive Behavior Intervention Support (PBIS) program. Some of these activities included Paw Pat parties, dances, Jag cash/Jag Store, ice cream and pizza parties. At the end of the year, students were rewarded for significant gains on MAP scores with a trip to the movies and Burger King.

Kingstree Elementary School is committed to excellence and is proud to provide a safe and nurturing environment that challenges all of its students to grow and learn.

Our success is due to our parental support, caring and motivated teachers and staff, many volunteers, and local supporters. Thanks to all who helped to make a difference during the 2007-2008 school year.

Debra Brown, SIC Chairperson
Jennifer G. Gardner, Ed.D., Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	25	140	90
Percent satisfied with learning environment	84.0%	87.9%	86.7%
Percent satisfied with social and physical environment	92.0%	83.9%	78.6%
Percent satisfied with school-home relations	68.0%	86.3%	79.3%

* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress	NO
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This school met 9 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	Plan to Restructure
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	14.4%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	10.2%	0.0%	No
Student attendance rate	98.0%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	453	99.6	34.1	45.3	19.2	1.4	31.8	36.2	48.2	No	Yes
Gender											
Male	240	99.2	39.9	39.5	19.3	1.3	30.7	30.4	41.7	N/A	N/A
Female	213	100	27.8	51.7	19.1	1.4	33	42.3	55	N/A	N/A
Racial/Ethnic Group											
White	10	I/S	I/S	I/S	I/S	I/S	I/S	47.1	60	I/S	I/S
African American	439	99.5	33.8	45.8	19.2	1.2	31.9	35.3	31.7	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	44.4	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47	I/S	I/S
Disability Status											
Disabled	88	100	81	17.9	1.2	0	3.6	13.2	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	420	99.5	35.9	44.9	18.5	0.7	30.2	35	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	453	100	37.1	40.1	15	7.7	32.8	30.8	45.8	No	Yes
Gender											
Male	240	100	42.2	36.5	12.6	8.7	29.6	29.6	45.6	N/A	N/A
Female	213	100	31.6	44	17.7	6.7	36.4	32.1	45.9	N/A	N/A
Racial/Ethnic Group											
White	10	I/S	I/S	I/S	I/S	I/S	I/S	36.4	59	I/S	I/S
African American	439	100	37.6	39.7	15	7.7	32.5	30.2	26.9	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	55.6	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.2	I/S	I/S
Disability Status											
Disabled	88	100	76.2	23.8	0	0	2.4	9.1	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	420	100	38.8	39.8	14.3	7	31.3	30.1	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	298	100	75.5	16.9	6.2	1.4	7.6	15.3	35.7	98	96.5
Gender											
Male	157	100	75.3	16	6.7	2	8.7	15.3	37.4	97.8	96.3
Female	141	100	75.7	17.9	5.7	0.7	6.4	15.4	33.8	98.3	96.8
Racial/Ethnic Group											
White	8	I/S	I/S	I/S	I/S	I/S	I/S	20.2	49.2	96.1	94.2
African American	287	100	76.5	15.7	6.4	1.4	7.8	14.7	17	98.1	96.7
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	98.9	94.7
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	33.3	24.9	98.3	96.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	37.4	N/A	95.3
Disability Status											
Disabled	48	100	97.8	2.2	0	0	0	6.1	14	97.2	95.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	92.7
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.4	N/A	97.4
Socio-Economic Status											
Subsidized meals	276	100	77.2	16.2	5.5	1.1	6.6	14.3	21.1	98	96.5

Social Studies

All Students	301	100	61	32.5	4.8	1.7	6.5	14.1	34	98	96.5
Gender											
Male	158	100	62.1	31.4	5.2	1.3	6.5	14.1	36.6	97.8	96.3
Female	143	100	59.7	33.8	4.3	2.2	6.5	14.1	31.3	98.3	96.8
Racial/Ethnic Group											
White	7	I/S	I/S	I/S	I/S	I/S	I/S	20.4	44.5	96.1	94.2
African American	291	100	60.9	32.7	4.9	1.4	6.3	13.4	19.1	98.1	96.7
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	98.9	94.7
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	41.7	27.5	98.3	96.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.7	N/A	95.3
Disability Status											
Disabled	63	100	88.3	10	1.7	0	1.7	4.5	14.4	97.2	95.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	92.7
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.3	N/A	97.4
Socio-Economic Status											
Subsidized meals	283	100	62.2	32	4.7	1.1	5.8	13.2	21	98	96.5

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	149	100	30.1	46.2	21.7	2.1	23.8
	5	162	100	31.8	54.3	12.6	1.3	13.9
	6	177	100	37.1	38.9	21.6	2.4	24
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	1	I/S	I/S	I/S	I/S	I/S	I/S
	4	146	99.3	34.5	45.1	20.4	0	20.4
	5	152	100	36.9	44.3	17.4	1.3	18.8
	6	154	99.4	30.8	46.6	19.9	2.7	22.6
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	149	100	43.4	35.7	16.8	4.2	21
	5	162	100	35.1	51.7	7.9	5.3	13.2
	6	177	100	30.5	42.5	15.6	11.4	26.9
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	1	I/S	I/S	I/S	I/S	I/S	I/S
	4	146	100	39.9	40.6	12.6	7	19.6
	5	152	100	41.6	38.3	14.8	5.4	20.1
	6	154	100	29.9	41.5	17.7	10.9	28.6
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	148	100	70.4	19	8.5	2.1	10.6
	5	81	100	76.7	19.2	2.7	1.4	4.1
	6	91	100	69.9	15.7	8.4	6	14.5
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	1	I/S	I/S	I/S	I/S	I/S	I/S
	4	146	100	72.7	21	6.3	0	6.3
	5	75	100	72	14.7	8	5.3	13.3
	6	76	100	84.7	11.1	4.2	0	4.2
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	148	100	45.1	41.5	10.6	2.8	13.4
	5	81	100	73.1	21.8	5.1	0	5.1
	6	89	100	30	41.3	25	3.8	28.8
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	146	100	55.2	40.6	3.5	0.7	4.2
	5	77	100	67.6	23	4.1	5.4	9.5
	6	78	100	65.3	26.7	8	0	8
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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